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ABSTRACT

Comprehensive schools are responsible for compulsory education for students from the ages of 6-16 in France. There is a trend to devolve administrative duties from the Central Ministry of Education to the "academies" or regional bodies and to delegate powers to the schools. The responsibilities of the headteacher include making detailed decisions and expenditure strategies as well as teacher employment. These duties are carried out in consultation with the school council. Teachers who wish to become headteachers apply to be included on a promotion list and are interviewed and recommended by the inspecteur d'academies, who submits recommendations to the national commission. The recommendations are usually accepted. Training is compulsory for headteachers. The responsibility for training headteachers rests with each of the 25 education regions of France and is conducted by teams that include experienced headmasters. In a system of pyramid training, members from each regional team are trained, and they in turn train new headteachers. Thus, training is given by people who are actively working and in contact with everyday problems. Teams give the most time to the main aspects of the headteacher's job: administration and management; teaching and relationships; and participation in community interests. Methods used are wide-ranging: formal talks; use of video tapes; case studies; practical work experiences; and a variety of group work activities. Appended is a Ministry of Education description of a program to help headteachers and deputies during their first year of service. (JD)

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TRAINING FOR SECONDARY SCHOOL HEADSHIP IN FRANCE

This report is the result of two one-week visits to France in the Spring and Summer of 1980. It is hoped that the information provided will be of help to those who propose to study the subject in greater depth.

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INTRODUCTION

Education is compulsory from age 6 to 16. Pre-primary schooling caters for over 80% of 3-4 year olds and almost all of 4-9 year olds. Primary schools cater for the 6-11 age range. Transition to secondary education is now automatic. Instruction in the first cycle (11-15) is given in "collèges uniques" (formerly "collèges d'enseignement secondaire"). These comprehensive schools have almost completely taken over the former collèges d'enseignement général and the lower forms of the lycées.

At the end of the 4 years of the collège, the pupil may apply for a "brevet des collèges" awarded by a jury regardless of admission to a lycée or LEP. There is no examination. Pupils who have opted for vocational education on leaving the 5th class, may start on a 3-year course leading to a "certificat d'aptitude professionnelle" (CAP) in one of over 300 different subjects (technical, commercial, catering, etc), or begin their pre-apprenticeship or agricultural training, as appropriate. They do this in a "lycée d'enseignement professionnel" (LEP), formerly called a "collège d'enseignement technique" (CET) - an institution which provides various vocational and craft courses at different levels.

Secondary - Second Cycle (15+)

In the second cycle a distinction is made between long and short types of course - "enseignements longs" (3 years of study) and "enseignements courts" (2 years). Pupils are guided towards the appropriate type by counselling, according to their aptitudes, interests and achievement.

The Role of the Head

There has been a trend since 1972 to devolve duties from the Central Ministry to the "académies" (regional bodies). There has also been demand for greater devolution of powers to schools.

Some changes have taken place, for example:

(a) School Finance

At one time detailed requests for expenditure were submitted

to the "rectorat" for consideration. The rectorat also fixed the limits on each type of expenditure and audited and controlled the accounts. The rectorat now audit accounts but detailed decisions and expenditure strategies are left to the head and his school council ("conseil d'établissement"). In this case the head has the 'last word' in his own school' (Bouvard).

(b) Personnel

Formerly, class sizes were fixed externally. Now the head does have the task of negotiating various patterns of teacher deployment by 'dialogue' with the rectorat and renders an account for his decisions to his own "conseil d'établissement".

There have certainly been other, more general, changes - the arrival of the "conseil d'établissement" has given the head a considerable task in fostering local participation in decision-making and at least he has a much more complex 'public relations' role. Teachers, parents, pupils and the general social background have become more complex (and in some cases more difficult). No longer is the work of the school entirely examination result-orientated. The head has to know his pupils and their families.

There have been moves to get much more autonomy for the local school but in practice the traditional administration is cautious about relaxing the rules and getting a less even spread of educational opportunity. The head has more freedom but one deputy told me that he felt it was the freedom of the prisoner in the exercise yard - 'une liberté surveillée'! Even so, heads can exercise much more freedom and the training in France is endeavouring to foster a willingness to seek freedom of action and to use initiative to develop the unique contribution of the school and its 'vie scolaire'.

France: The Training of Headmasters

Until 1967 a class teacher could be promoted overnight to a headship without training. In 1970 training became obligatory for future heads and deputies of collèges d'enseignement secondaire and for lycées. This compulsory training arose because the events of May 1968 highlighted the key role of the head who is at the heart of

relationships in a school or school life ('la vie scolaire') and his need for training.

In 1970/71 training was organised in each of the 25 education regions of France ("académies") by teams which included experienced headmasters. These first courses were planned by a national agency - INAS ("Institut National de l'Administration Scolaire"). This has since been reorganised as "Le Service de la Formation Administrative". The main role of INAS (later SFA) has been the training of trainees and a system of pyramid training developed. Members from each of the "équipes académiques" are trained, and they in turn train the heads. Interchange between SFA and each team is continuous and teams also exchange ideas with each other. The teams are constituted so that the training is given by active working people who have not lost contact with everyday problems, rather than by training experts. The origins of the scheme and early developments up to 1975 in the Académie de Rennes were admirably described by G Soubry in 'Educational Administration' Vol 7 No 1 (Winter 1978/79).

This has been a massive training programme. Two thousand people were trained on the long (3 months) and short courses in 1976 and today, now that the completion of reorganisation and the start of falling rolls is beginning to impact, there are still 1,200 on the 1980 training courses. A detailed report on the 1978/79 programme prepared by the staff of SFA shows a detailed analysis of participants and activities of the various "équipes académiques" as well as an evaluation of the training by trainees.

"Le Service de la Formation Administrative"

INAS, the original co-ordinating and directing agency, has been incorporated into the general training for educational administration. Le Service de la Formation Administrative has 8 directorates. The one headed by M. Roger Gaillat organises courses for the trainers of the équipes académiques, who are engaged in training heads and deputies. The other directorates are involved in the training of intendants and other categories of staff in education. All of this is separate from general civil service training, but SFA is more closely integrated than was its predecessor, INAS, which had a free-ranging directive to experiment and initiate the national training scheme. INAS had concentrated largely upon 'human relations' themes

and one effect of reorganisation was to introduce into the programmes a more significant element of administrative training as well. The work of the team engaged in the training of "chefs d'établissements" and "Adjoints" (Heads and Deputies) is evaluated by the "Inspecteurs Généraux de la Vie Scolaire".

The headquarters team comprises 4 full-time members of staff, including one head of a school who is on a 4-year secondment; a university professor; a training methods specialist. The task of the team is to provide training and documentation for 600 voluntary trainers working in the 25 academies. The SFA team provide support by means of:

- (a) An excellent documentation service including many training materials and a large store of case studies. Training teams throughout the country contribute material and find this an excellent means of exchanging "try" materials.
- (b) Three-day training courses: in each year courses are run for half the équipes in the country. Two or three trainers come along from each équipe and then return home to pass on that training to colleagues in the training team. The training sessions deal with each of the following major topics - 3 days are devoted to each major item, ie budgets; conduct of meetings; construction of course programme; a group of the functions of the chef d'établissement; and methodology. As wide a range of methodologies as possible is recommended, although I noted the predominance of case studies - "cas concrets". Trainers are nominated annually and there is a large turnover in some académies, but not in all.

The "Équipes Académiques de la Vie Scolaire"

Teams can vary in size from 12 up to 30 or even 40. The trainers are voluntary and unpaid and get little remission from their normal duties. Team members tend therefore to alternate duties and share the workload. Programmes vary from one académie to another and success will depend upon the personality and enthusiasm of the inspecteur d'académie responsible for the team and the enthusiasm of individual team members. Participation as a trainer is a form of training in itself for the participants.

The role of full-time trainers is confined to 'training the trainers' and the SFA people feel that full-time trainers should not be involved directly in the training of heads. The majority of trainers were headteachers from all categories of secondary schools. They may not be sufficiently "pragmatique".

The work of the équipes from 1970/71 up to 1976/77 was thoroughly evaluated by an inspecteur général, M Toussaint. (See "Rapport sur les équipes académiques d'animation de la vie scolaire - leurs structures et leurs fonctions".) He noted that the aim was to involve the largest number of trainers possible. This certainly helps to spread the load but I wonder how far this makes for difficulties in course continuity. It was clear in any case that académies require teams of different sizes to meet local circumstances. Toussaint noted that many académies had nominated an assistant or deputy inspecteur d'académie to co-ordinate training. In these cases the co-ordinator was deployed for most of his time on training tasks.

Toussaint noted that the growth in the total number of trainers and the need to replace or relieve existing trainers has led to a considerable turnover - 3 teams were completely replaced in the period. In one case the whole training team resigned together in one year due to local problems. The main reasons for team changes, however, were retirement from full-time service and people changing their jobs and moving away from the académie. Only a few gave up their training job because they wished to do so. This says much for the enthusiasm and 'stickability' of the trainers.

Toussaint describes a wide variety of organisational patterns adopted by the équipes. Some académies had 'twinning' to develop their training programmes, eg Marseilles with Montpellier, and Rennes with Nantes. Rennes was the only académie to develop "équipes départementales" - ie one in each of 4 départements. This was due to the direct initiative of inspecteurs d'académies. Many académies are still trying to find the best structure for their équipes.

It must be remembered, however, that the national guidelines encourage académies to include in the équipe all major categories of staff in order to achieve a good balance. It is also required that an inspecteur d'académie is made responsible for the équipe. The composition of training teams is laid down as follows:-

"La Composition par Catégories de Personnel (tableaux No 2 et 3)

La lettre circulaire du 20 août 1971 précisait la composition de l'équipe de la manière suivante:

'Le recteur compose cette équipe en faisant appel à des hommes et à des femmes d'âge et d'expérience variés.

L'élément permanent de l'équipe comprend:

- . 1 l'Inspecteur d'académie en résidence;
- . des chefs d'établissement du second degré (lycees, CET, CES, CEG);
- . 1 censeur;
- . 1 professeur principal;
- . 1 conseiller (principal) d'éducation;
- . 1 directeur de centre d'information et d'orientation;
- . 1 IDEN
- . 1 membre de l'administration universitaire
- . 1 membre de l'intendance universitaire

Il adjoint à l'élément permanent de l'équipe d'animation toute personne susceptible de lui apporter un concours. Il associe le Directeur du CRDP à la mise en oeuvre des actions.

'Le nombre des chefs d'établissement du second degré n'est pas précisé, mais il semble sous-entendu dans le libellé que chacune des quatre catégories d'établissements du second degré devait être représentée par un élément, ce qui situait à douze le nombre des membres de l'élément permanent (treize avec le Directeur du CRDP associé aux actions).

'L'Inspecteur d'Académie en résidence, désigné comme membre de l'équipe, est selon le même texte le responsable de celle-ci.'" (This clause was not observed by 4 academies, where other categories of administrator were charged exceptionally with responsibility for the training programme.)

The Major Functions of the Equipes

Three major functions have been given to the equipes:

- (a) to guarantee the training of heads and other deputies and assistants;
- (b) to reflect on the problems of 'la vie scolaire' ('la vie scolaire' has been defined as 'everything that makes a school unlike any other school!') as a result of observation of schools in the academie;
- (c) to animate 'la vie scolaire' throughout the academie.

The major training activities are intended to include:

- (a) The long three month course for teachers on the 'liste d'aptitude' for promotion to headships or other posts of responsibility as deputies, etc.
- (b) A short course of 10 days for people who already have administrative experience as deputies.
- (c) Continued training mainly for those who were appointed before 1971 (who had missed out on the national training programme).

The long course ("formation longue") absorbs the greatest part of the time and energy of the équipes.

THE LONG COURSE ("LA FORMATION LONGUE")

This three months course for heads and their deputies began in 1974. It takes place between Easter and summer holidays during a very busy administrative period for secondary schools - examinations, preparation for the next school year, etc. This course brings together teachers who are taking up their first "admin" appointment in secondary schools as head or deputy in the September of the year in which the course takes place. Teachers going to all levels of responsibility and types of school are trained. This is therefore a pre-appointment course. Some people know the exact post they are going to at the outset of the course; others learn of their postings during the progress of the course. It must be emphasised that the course forms no part of the selection process, and therefore it provides an opportunity to gain skills and build up confidence prior to appointment for teachers with little experience of school management.

The course lasts for a period of 12 weeks and comprises residential periods where main themes are developed and periods of observation and work in schools, administrative agencies and private enterprise.

The emphasis of the programme is in two main strands - technical administrative issues and training in human relations skills. Every attempt is made to relate this theoretical training to concrete case studies and the visits to schools and other establishments provide an important 'raw material' for the course. The residential sessions provide for:

- (a) The giving of information on all aspects of the future

administrative roles of trainees and an attempt to give them certain basic skills;

- (b) The 'human relations' aspect of the course deals with the development of attitudes and approaches required in work with staff, pupils, parents and the community.

Numerous themes are dealt with on the courses but there are five major areas of study:

1. Administration and Management

The administration structure of the education service, various aspects of school management, finance, equipment, business, personnel, office organisation.

2. Teaching

The organisation and improvement of the educational process.

3. Education

Psychology of young people, organisation and inspiration of the social life of the school, health, school meals and other 'social' aspects of school organisation.

4. Relationships and Participation

Internal and external relationships, counselling and interview techniques, communication skills, techniques of organising meetings and discussions, etc.

5. Other Aspects of the Head's Role

Authority, responsibilities, techniques of evaluating and recording various aspects of the school on arrival in a new post, etc.

In most académies the équipes give most time to all three of the main aspects - Administration and Management, Teaching and Relationships and Participation.

Methods of Training

Methods used are wide ranging : formal talks, use of video tapes, case studies, practical work exercises and a variety of group work approaches were identified by Toumain and the Inspecteur générale in their survey of the courses.

Visits to Schools

These visits are used as introductions to major themes studied during the residential session or as planned 'follow up' exercises on certain themes:

The Trainees visit

- (a) A school of the type in which they will be working.
- (b) A school of a different type from the one in which they will be working.

Some académies have tried to arrange visits to each major type of secondary school.

The period spent on such visits varies widely from académie to académie and ranging from one to six weeks.

Visits to Commercial/Industrial Enterprises and Administrative Offices

Visits are made to various administrative offices engaged in educational administration and to private enterprise - (e.g. to personnel departments). The aim of these visits is to compare the constraints on the manager in a different context. The emphasis is an observation of decision procedures, styles of leadership, organisation of relationships and the pattern of communications in the management structure.

The length of time devoted to these visits varies from 3 days to three weeks - the most length of time spent in 2 weeks. In most académies the trainee is given the choice of either an administrative office or a private enterprise.

The visits to schools, administrative offices and private industrial or commercial enterprises have succeeded and that success has depended upon:

- (a) good preparation and use of information and experiences gained on the visits within the residential sessions. Time has been set aside in the programme for this purpose.
- (b) Observations have been guided so that they deal with major themes of the course and have not been dissipated in disconnected theoretical studies and 'one off' exercises.
- (c) The idea of visits has appealed to the trainees who have responded enthusiastically and have been well motivated.

The average time of 6 weeks (range $3\frac{1}{2}$ - 8 weeks) given to visits has given a 'down to earth' emphasis to the training programme and has been universally popular.

The actual duration of residential sessions varies from one académie to another, but the majority of académies provide separate one week residential periods strewn throughout the 12 weeks. One académie which puts most emphasis on residential sessions, brings trainees together for residential blocks of over a week in length.

Some académies provide pre-training briefing sessions for participants and attempt to explore the reach of trainees and adjust the 'offered' programme. In most cases however the programme is presented ready made but has 'temps en blanc' when evaluation can take place or additional matters dealt with at the request of the participants.

During the residential periods time is given to the preparation of units. Time is set aside for evaluation of the course (N.B. not evaluation of the trainees).

Groupings of participants - the trainers naturally request opportunities to insert in their various future school and work level categories. This is generally resisted although some équipes provide a few half day sessions for future heads of C.E.T. etc.

THE SHORT 10-DAY COURSE ('Les formations courtes de dix jours')

From the start of the programme in 1970/71 all initial training courses for heads and deputies were 2 weeks long (2 x 5 days)

The long course was introduced in 1973/74 but the short courses were maintained for teachers on the "liste d'aptitude" who already possessed some form of administrative experience. From 1975 two categories of people attended these courses:-

those with previous admin. experience and, a new addition - secondary school teachers chosen to become deputies in the newly emerging comprehensives (their "collèges d'Enseignement secondaire"). In this sense the short courses also served as a 'crash programme' for the newly designated deputies.

Form of Organisation

There is a wide diversity of practice. For example:

1. Some académies arrange for short course candidates to participate in certain stages of the long course - practice varies - in some cases there is a standard 'minn' for short course candidates, in others the sessions they attend are varied according to individual needs - (e.g. Académies of Amiens and Besançon).
2. Other académies organise a special short course. There are yet others that combine approaches 1 and 2 (sections of the long course and a special course).
3. Other académies provide special short courses for separate groups - personnel with administrative experience and a separate short course for CES. deputies.

There are numerous permutations and variations - these underline the degree of choice and freedom exercised by 'équipes académiques.'

Content

The themes are those dealt with on the long course but there is a wide diversity of practice. Where separate short courses are organised for the designated deputies of C.E.S. the emphasis has been on the specific role in the comprehensive school.

For those with previous admin. experience but a variety of promotion 'destinations' the emphasis is often on problem of financial and teacher personnel management. There is obviously little chance to develop human relations themes on these short courses.

IMPACT OF THE BURDEN OF LONG AND SHORT COURSES ON THE ÉQUIPES

Volunteer trainers have had an immense task to face and each académie has responded differently to the problem of spreading the load. A few académies have joined together to share the load. I was able to see such an arrangement in co-operation (Académies of Nantes and Rennes). Certainly this kind of load sharing has helped to ease the immense burden and to give trainers some respite, albeit temporary! The success of the programme has depended on the enthusiasm of the volunteer trainers, their willingness to work long hours over and above their normal duties. It has also depended on the training and support given by INAS, then by SFA at Paris and in regional centres associated with their work.

CONTINUED TRAINING AND FOLLOW-UP COURSES -- during the first year of work as a head or deputy (Formation Continué)

The impetus for continued training has come from two sources - the Minister who saw the need in 1973 and intended that people should get some continued training during their first year in post. The training teams also saw the need for training people who were appointed prior to 1970 and had missed out on this national programme.

FURTHER TRAINING - during the first year of service as a headteacher or deputy

Some 3 day courses have been held. The programmes have been planned in consultation with the participants. These courses have revealed 're-entry' difficulties experienced and have concentrated on various practical problems. Motivation has predictably been very high where people have been seeking urgent solutions to problems.

Courses for those who missed out on the new training programme have been less frequent, although one équipe académique has organised such courses for over 250 people. These courses have generally been of 3 days duration and have concentrated on a single theme - 'the role of the head', implementation of school reform etc. There is difficulty in financing these follow up courses because of the priority needs of the main training programmes.

OTHER TRAINING NEEDS

The équipe is also charged with other forms of training for principal teachers, documentalists, education counsellors and other categories of staff : Again the major training programmes have made it difficult for the teams to give much time to other programmes of this type in many académies.

The Organisation of Reflection and Review

The teams have been saturated with training demands - only half a dozen académies have been able to concentrate on this review task through Special Commissions and working parties (e.g. Académie of Dijon where this work has been done, numerous themes have been tackled.

Organising the 'animation' of 'la vie scolaire'

This work has again been put on one side by the manual demands of the training programmes, but they have been able to develop documentation and teaching aids on training themes and to give some consideration to induction training for teachers.

Evaluation of the Training Programme

I have already referred to the general review undertaken by 'L'inspection générale de la vie scolaire' under the guidance of M. Troussaint (Inspecteur Général de la vie scolaire). This evaluation contains a useful analysis and record of the facts: the size and deployments and membership of training teams, the development of équipes départementales, a resumé of the intended functions of the équipes, the length and content of courses and the very varied approach to the implementation, of long and short courses adopted by the 25 académies. The study could however do no more than gain a general impression of the reactions of trainees. There is no doubt that the general impression is highly favourable - The équipes have concentrated on the need to train future heads and deputies and have in the view of trainers and trainees, made a considerable contribution to teachers who would otherwise have had scant preparation for the onerous tasks of school management.

SFA have also undertaken a year by year analysis of activities. Their report for 1978/79 gives a statistical and factual analysis of the training - other activities of the équires, together with comments given by trainers and trainees during the same evaluation sessions. It must be remembered that each comment refers to a particular course in a particular académie, but nevertheless this document accords some useful general impressions on strategies, methods and course content, a note of innovations in the programmes and suggestions for improvements.

Some of the salient points made are outlined below. The general principle of undertaking an evaluation or 'feedback' of this kind each year enables the national team to consider general frameworks and strategies for the training programme.

General Strategy

A reduced permanent équipe calling on a number of other people for specific contributions seems to have been a formula for effective and positive action.

Co-ordination

There is a clear need for a trainer to be present as co-ordinator and 'continuity man' on all training sessions. His role is not only to co-ordinate the efforts of other trainers but also to respond quickly to the needs of the trainees.

Course Programmes

These must avoid over-rigidity in order to allow rapid response to the 'requests of trainees'. There is always the problem of meeting the demands of trainees for instant answers and the training objectives of inculcating problem solving attitudes and getting people to think for themselves.

Constraints

It is thought that the short courses are often too short to achieve real results.

Methods

Generally there was a positive response to the methods employed.

Course Content

There is some feeling that more precise training is needed on certain personnel problems e.g. what to do about grievances and disputes.

Innovations

Suggestions are made for 'negotiating' a course programme with the trainees and for organising evaluation sessions - it is suggested that trainers and trainees might evaluate the following aspects of a course:

- 1) Study of the life of the training group and its evolution.
- 2) Study of contents and identification of omissions.
- 3) Study of the organisation and teaching methods used.
- 4) Synthesis of various problems which emerged during the course.

Training the Trainers

The various training needs are discussed, not least the need to explain carefully to trainers the objectives and contents of the training course.

Training teams have done a great deal to evaluate their own performance and, for example, trainers will act as 'observers' on training sessions in order to comment on the efficiency of presentation and to evaluate student responses.

THE ÉQUIPES ACADEMIQUES DE LA VIE SCOLAIRE IN THE ACADEMIES OF RENNES AND NANTES

I chose to visit these teams because I was already aware of the work done by M. Soubry an Inspecteur d'Académie based at Rennes in the early years of the new training programme. The Académie of Rennes was unique in developing training teams at département level. This was through the initiative of three of the Inspecteurs d'académie (based at Finistère, Morbihan and Rennes).

THE ORGANISATION OF THE ÉQUIPES IN THE ACADEMIE OF RENNES

The 4 départements provide one head from each type of secondary school (3) for the Équipe Académique and the other 12 members of the total team of 24 come from 'other categories' - Inspecteurs d'Académies in service trainers, university people etc.

The long and short courses for heads and deputies are organised by the Équipe Académique. Other tasks are dealt with by teams in the 4 départements e.g. the Ile et Vilaine Dept team run the training for documentalists for the Rectorat throughout the whole académie. These teams at Département level have also played an important part.

in planning various stages of the main training programmes. Département teams also run courses for heads in their own areas, and in Rennes 20 heads have participated voluntarily in a course on the educational objectives of the school. The deployment of the équipe académique has changed over the years. Originally one person took responsibility for each subject, but in order to achieve better co-ordination two or three people co-ordinate the planning for a complete residential session. On the short courses 3 trainers will conduct the programme and two others will observe the training process and evaluate it. The Rennes team believe that, to commence the long course with a human relations theme creates the right climate although this view would not be shared by others who say that it may be necessary to 'buy' the attention of participants by giving them some useful administrative 'tips' before launching into the wider themes.

The Rennes team consider that it is essential to use part-time trainers, mainly heads with recent experience because conditions change so fast that you need people with recent experience in schools.

Other Training

The Inspecteur d'Académie for Ile et Vilaine has run a one week residential course for the complete teaching staffs of three primary schools but this kind of school based team training is not usual in France.

Three years ago the académies of Nantes and Rennes linked together for training purposes. Each year one académie runs the long course and the other runs the short courses. I have programmes for the 1979 long course (a Rennes production) and the 1980 long course (a Nantes production).

Gerard Soubry has developed ideas on the greater involvement of trainees in the creation of their own training programme and his ideas have been followed through by this successor as leader of the Rennes équipe André Catteaux. *(See 'Un Stage Négocié - publ. Académie de Rennes).

In a paper * they describe developments in Rennes which involve the 'core' of the training team in devising a training proposal and various techniques used to determine needs by means of interviews with individual trainees.

The problems of developing these techniques are complicated in some ways by the linking of two teams based in Nantes and Rennes but this is an interesting experiment aimed at achieving a properly negotiated balance 18 between the objectives of the training course and individual needs of trainees.

I was also fortunate to visit the long course during their 3rd residential 'régroupement'. The trainees, 12 from Rennes academies and 12 from Nantes were well motivated and it was interesting to see the high level of competence and enthusiasm of the voluntary course co-ordinator - a head from Nantes Académie.

I was able to see the trainees actively engaged in studies of school internal organisation, school finance and preparation for visits to industrial and commercial enterprises.

Impressions are difficult to summarise but my own subjective findings were:

- a) This was a well motivated group which had developed a positive and hard work attitude.
- b) Any serious problems lay beyond the control of the training team e.g. one trainee was still waiting to know his posting in September and clearly found it difficult not to worry! For many in the group I detected a wish to 'stretch their wings' and exercise autonomy but all the time they were conscious of the pressure of the regulations and constraints (others would argue 'safeguards'!) within the system.
- c) There were one or two 'low points' - the Finance Session was dealt with in a tedious and over detailed manner by a distinguished expert called into deal with this 'one-off' session on the school budget. Otherwise there was a good relationship between trainers and trainees and the training team were really challenging people to think and provided some excellent practical exercises. One session was led by trainees who gave an account of observations made on schools visits - for many of them this was an excellent training in making a formal presentation to a discerning and demanding adult group!

The written programme was well presented and trainees also had access to well prepared background materials. The manager of a local factory and his deputy joined in on a session where visits were being planned.

The basic approach to leadership was interesting. The training team were positively encouraging team leadership and the concept of the team extended beyond the formal leadership group in the school to all the teaching staff. There is no doubt that the extension of this style of management will lead to even greater demands for a school to control its own developments, albeit within broad general guidelines.

At the end of the residential session the trainees discussed the strong and weak points of this 'regroupement'.

Weak points:

'The financial session was too technical for inexperienced people and the political aspects of budget preparation were not dealt with' - it would also have helped to have finance documents in advance.

Some problems had been experienced on some school visits where heads were reluctant to take trainees because of personality problems in the school - ie some heads did not wish to have their 'dirty washing' aired, analysed and evaluated in public! Trainees expressed their high regard for the work done by the regular members of the training team who developed a good rapport with them.

SELECTION OF HEADS AND DEPUTIES

In France teachers apply to be included on the promotion list - the 'liste d'aptitude'. The inspecteur d'academie has a key role in the procedures, which are as follows:

- (a) the teacher makes application to be included on the list;
- (b) he is interviewed by the inspecteur d'academie, who puts in his recommendations;
- (c) the recteur of the academie puts his list to a national commission, which includes inspecteurs generaux. These days the recteur's list is 'respected';
- (d) from all this some teachers are selected for the 'liste d'aptitude' and others are put on a reserve list.

Within this general structure it is the inspecteur d'academie who has freedom to devise and use a variety of selection procedures. For example, in Rennes he undertakes group and individual interviews with the help of 4 colleagues and uses case studies and various group exercises to assist in assessment. He seeks 'adaptability' in candidates. In the same Departement (Ile et Vilaine) there is also a 4-day course at the teachers' centre which gives ordinary teachers an introduction to administration and general management and educational problems in schools.

This course has encouraged potentially good candidates to seek admission to the 'liste d'aptitude'. Unfortunately I had no time to

undertake a wider study of local practice. It must be remembered that the training courses are in no way part of the selection procedure and there is no assessment of the trainees.

SOME GENERAL OBSERVATIONS ON THE FRENCH PROGRAMME

It is a strong point of the French system that full-time trainers are deployed on the key task of training and supporting an enthusiastic army of volunteers. This can also bring problems, however. Selection of the volunteer trainers is left to the inspecteurs d'academie, some of whom have good experience of training schemes, others may only have a vague understanding of the requirements and objectives of the scheme. Again support from the centre depends on a pyramid support structure and this can have its weak links. Some academies are fortunate to be self-sufficient in terms of experienced trainers who can train and select the local team. Others have such problems of staff turnover that a viable course of trainers is difficult to sustain.

Certainly the most successful teams are the ones which have continuity and a 'core' of trainers who have a real understanding of the trainers' role and a full involvement in course planning and implementation. Basically the training programmes have filled the urgent need in the French educational system where the class teacher may find himself in a key managerial post almost overnight. The training itself, however, may begin to fire demands for further devolution. You cannot train an intelligent head to be a team leader and to exercise initiative without encouraging him to seek further opportunities to exercise that initiative.

NEW DEVELOPMENTS

A new initiative was taken by the Minister of Education in February 1981. Circular No 81-006 of 23 February outlines the existing provisions, including a greater regulation of the content and pattern of the 3-month course, and guidance and help for heads and deputies during their first year of service.

The first year is seen as a probationary year, where the new head or deputy gets special help from inspecteurs. He is also put in touch with a neighbouring head of some experience, on whom he can call for help. During the probationary year the training team bring together

groups of new heads and deputies who follow a programme built up from needs expressed by the trainees in the light of their experience. The full text of the Circular is shown in the Appendix.

Le Ministre

APPENDIX

CIRCULAIRE N° 81 - 006

DU 23 FEV. 1981

Le Ministre de l'Éducation

à

Mesdames et Messieurs Les Recteurs d'Académie

Initial and in service training of Head and Senior Staff

OBJET : Formation initiale et continue des Chefs d'Etablissement
et Personnels de Direction des Lycées et Collèges.
of Sec. Schls.

La circulaire du 24 Octobre 1980 a rappelé le rôle essentiel des Personnels de Direction au sein des établissements qui leur sont confiés : le bon fonctionnement et l'image même de chaque collège et de chaque lycée dépendent très largement de l'efficacité du Chef d'Etablissement et de l'Equipe de Direction. Du fait des responsabilités qu'ils assument, ils conditionnent en dernier ressort la réussite -ou l'échec- de toute action, de toute évolution, de toute rénovation du système éducatif.

Objectifs de la formation.

La circulaire du 20 Août 1971 a confié la formation initiale et continue des Chefs d'Etablissement et de leurs adjoints aux Equipes Académiques de la Vie Scolaire. A cet égard, il convient de rendre hommage au travail accompli depuis 10 ans par les formateurs bénévoles de ces Equipes Académiques.

Il apparaît aujourd'hui nécessaire d'adapter les modalités et le contenu de la formation initiale aux besoins nouveaux du système éducatif et de développer une formation continue restée le plus souvent à l'état embryonnaire.

Il s'agit, dans la logique de la circulaire du 24 Octobre 1980 relative au recrutement des Chefs d'Etablissement, de cultiver des qualités, en donnant les compétences techniques indispensables, et de permettre les adaptations et les évolutions nécessaires.

Dans cette perspective, qui intéresse l'ensemble de la carrière du Chef d'Etablissement, la formation initiale indispensable à l'insertion dans une fonction nouvelle n'apparaît plus que comme le premier temps d'un plan général de formation dans lequel formation initiale et formation continue doivent s'articuler harmonieusement.

.../...

Afin de répondre aux objectifs qui découlent naturellement du rôle et des missions des personnels de direction, la formation doit s'orienter simultanément dans trois directions pour préparer le Chef d'Etablissement à :

- 1) sa mission pédagogique et éducative,
- 2) son rôle d'organisateur, d'administrateur et de gestionnaire,
- 3) son rôle de chef d'équipe responsable d'une communauté éducative autonome et ouverte sur l'extérieur.

Formation initiale.

Premier temps d'une formation continue, elle comporte deux phases :

- 1) le stage préparatoire à la prise de fonction,
- 2) les actions de formation durant la première année d'exercice.

1) Le stage préparatoire à la prise de fonction a une durée minimum de 11 semaines.

Il débute à la rentrée des vacances de printemps et se termine, si nécessaire, à la fin de la semaine qui suit le début des grandes vacances.

Il comporte au moins 4 semaines de stage en établissement
5 semaines de regroupement à l'initiative de l'Equipe Académique
2 semaines de stage en entreprise.

Le stage en établissement s'effectue dans un établissement du même type que celui où le stagiaire sera appelé à exercer. Il y est placé auprès du Chef d'Etablissement qui l'associera à son action et à ses responsabilités.

Les futurs Censeurs effectuent le stage, dans les mêmes conditions, auprès d'un Censeur.

Dans toute la mesure du possible, le stage en établissement s'effectue en 2 périodes de 2 semaines. Durant ces périodes le stagiaire doit prendre contact avec les établissements de type différent en continuité pédagogique avec l'établissement d'accueil.

Les regroupements organisés par l'Equipe Académique visent à donner le minimum de compétences indispensables à la prise de fonctions par l'acquisition d'une technicité et d'une réflexion fondée en particulier sur l'expérience vécue des stagiaires, notamment durant les périodes de stage en établissement.

Il convient donc, en fonction de cet objectif, de déterminer pour cette première période les besoins prioritaires à partir desquels sera établi un programme minimal incompressible qui doit traiter, de manière équilibrée, les points suivants :

- animation pédagogique,
- formation administrative,
- formation à la communication et à l'information.

.../...

2) La formation durant la première année d'exercice.

La première année d'exercice doit être une année probatoire. Le nouveau Chef d'Etablissement ou le nouveau Censeur fait l'objet d'un suivi attentif de l'Inspecteur d'Académie, de l'I.P.R. Vie Scolaire, et plus généralement des membres des corps d'Inspection dont il reçoit les conseils.

Il est mis en relation avec un Chef d'Etablissement voisin à l'expérience duquel il pourra faire appel.

Au cours du deuxième trimestre, des actions de formation sont organisées par l'Equipe Académique sous forme de brèves périodes de regroupement. Elles tiennent compte des besoins exprimés par les nouveaux Chefs d'Etablissement à la lumière de l'expérience vécue et des observations faites sur leur pratique.

Formation continue.

Si la formation continue implique, outre le perfectionnement des compétences et des techniques, la connaissance permanente des évolutions du système éducatif entraînées par sa dynamique propre ou par les transformations de l'économie et de la société, elle est d'abord échange d'expériences et réflexion en commun sur des pratiques.

Dans ces conditions est organisée chaque trimestre, dans le cadre du district ou d'un groupe de districts, une réunion des Chefs d'Etablissement sur des thèmes qu'ils auront proposés ou qui feront partie des sujets d'étude et de réflexion retenus au niveau départemental, académique ou national.

Cette procédure régulière n'exclut pas l'organisation de journées de stages consacrées à des sujets particuliers dont la mise en place sera progressive.

Equipes Académiques.

La formation initiale et continue des Chefs d'Etablissement reste confiée aux Equipes Académiques de la Vie Scolaire.

L'Equipe Académique est placée sous la responsabilité d'un Inspecteur d'Académie choisi par le Recteur pour ses qualités d'animateur et de formateur.

La composition des Equipes Académiques doit rester très ouverte de manière à couvrir le champ de la formation dans sa totalité. Elles peuvent faire appel à des membres associés et à toute personne compétente susceptible de leur apporter son concours et notamment aux responsables des diverses formations de personnels.

Les plans de formation sont élaborés en fonction des objectifs et des orientations énoncés ci-dessus et en cohérence avec les actions de formation menées dans l'Académie à l'intention des personnels enseignants, d'orientation, d'administration et d'intendance. Le Recteur prend à cet effet toutes dispositions nécessaires.

Les plans de formation sont arrêtés par le Recteur et adressés pour information au Directeur des Collèges et au Directeur des Personnels Enseignants de Lycées.

La formation des formateurs des Equipes Académiques est assurée par le Service de Formation Administrative.

Groupe de travail sur la formation des Chefs d'Etablissement.

Le Directeur des Collèges et le Directeur des Personnels Enseignants de Lycées réunissent périodiquement un groupe de travail placé sous leur présidence et constitué :

- du Directeur Général de la Programmation et de la Coordination représenté par son Adjoint, Chef de la Mission à la Recherche Pédagogique et à la Formation des Maîtres du Second degré
- du Directeur des Lycées
- du Directeur de l'Administration Générale et des Personnels Administratifs
- du Chef du groupe d'Inspection Générale Education et Vie Scolaire
- du Chef de Service de l'Inspection Générale de l'Administration de l'Education Nationale
- d'un Recteur
- d'un Secrétaire Général d'Académie
- d'un Inspecteur d'Académie, Directeur des Services Départementaux de l'Education.

Ce groupe examine les problèmes relatifs à la formation initiale et continue des Chefs d'Etablissement. A partir des rapports établis par les responsables des Equipes Académiques et des observations formulées par l'Inspection Générale Education et Vie Scolaire et l'Inspection Générale de l'Administration de l'Education Nationale, il procède à l'évaluation de la formation dispensée et propose les mesures appropriées, en cohérence avec les programmes de formation des différentes catégories de personnels.

PEOPLE VISITED INCLUDED:

M Roger Grandbois
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Madame Barbier } also members of the Service de la Formation
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Académie of Rennes

Madame le Breton (Conseiller de la Vie Scolaire)
Madame Henaff
M Gerard Soubry (Inspecteur d'Académie, Ile et Vilaine)

Académie of Nantes

M Bouju (Proviseur LEP de Couron and member of l'Equipe Académique
de la Vie Scolaire)

also trainees on the Rennes/Nantes 'Stage Longue', Summer 1980.

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